

Description of an example of successful national/local VET programmes for learners with SEN in Lithuania

1) Short abstract

The experts visited two institutions during the study visit.

Kaunas Vocational Training Centre of Social Services and Construction Business Specialists is a mainstream vocational training school with a total of 1000 students. One part of the school is dedicated to the training of students with SEN. There are 184 students with SEN, mainly with mental disabilities. The courses include the teaching of various technical methods in a wide range of fields such as : construction, cooking, florist, shoe mender, craft weaver, tailor, joiner. The courses last for three years or, in accordance with the law, until the trainee is 24 years old. During the 3-year courses they develop theoretical and practical skills and carry out a traineeship in companies. They receive a training certificate specifying their abilities. The members of the multi-disciplinary team all have special education degrees.

The experts visited a public institution/social enterprise dealing with the vocational integration of disabled people. Social enterprise means that 2/3 of the staff has to be disabled. People are directed to them by job agencies and medical commissions and they deal with adults up to retirement age. There are strong links between the school and the public institution: a confederation was set up to strengthen the material and learning base to facilitate the transition of SEN students to another level of education and to give them the opportunity to choose from different professions (from 1st April 2011).

2) Highlights / Uniqueness

Kaunas Construction School develops individual training programmes and assessment schedules. Teachers and staff members who work at the school have accomplished training courses of pedagogy and psychology. Teachers organise vocational guidance and they have developed long-term and short-term plans for teaching. The students of the school are supported by the social partners and

various employment organisations. A social dialogue among the social partners, parents and teachers concerning work placement and integration problems is set up during the school year.

The staff working at the public institution aim to facilitate and support the contact with employers and help the students with their job applications. They offer different training courses and a lot of services dealing with learners' health problems.

3) Availability of evaluation data

In 2011, a high percentage of trainees found a job after they had completed the course - with the support of the school and the public institution: 62% for the school and 30% up to 70% for the public institution.